

resources at the disposal of the District Board.

Mr. B. K. NARAYANA RAO suggested that the Deputy Commissioner might first be approached in the matter and that if he recommended the case, the Department would take necessary further action.

RESOLUTIONS.

Resolution No. 1.

Reduction of Salaries.

Messrs. T. THIMMARAYAPPA and Patel HONNASIDDIAIYA (Magadi Taluk); T. MADIAH GOWDA and M. SIDDE GOWDA (Channapatna Taluk); B. CHOODE GOWDA and M. B. GURU LINGIAH (Closepet Taluk); C. N. NARASINGA RAO (Bangalore City Municipality); K. NARAYANA SETTY (Magadi Municipality); S. KARIAPPA and Gurukar VENKATARAMANE GOWDA (Kankanhalli Taluk); A. M. VENKATASAMIAH (Closepet Municipality); N. APPANNA REDDY (Bangalore Taluk); A. HANUMANTHARAYAPPA (Devanhalli Taluk); H. S. SURYANARAYANA RAO, K. T. BHASHYAM AIYANGAR, B. M. MUNISWAMAPPA and V. VENKATESAIA (Special Interests); Patel HANUME GOWDA (Dodballapur Taluk); B. MALLAPPA and A. M. CHANNAMARE GOWDA (Nelamangala Taluk); K. P. PARASIVIAH (Kankanhalli Municipality); S. SHARABHANNA (Anekal Taluk); Shampur PAPANNA and S. MUNIVENKATAPPA (Minorities)

On behalf of all the movers and by leave of the House, Mr. T. THIMMARAYAPPA withdrew the resolution, which was as follows:—

"This Assembly recommends to the Government of His Highness the Maharaja that, as the scale of pay of the officers of Government at present is very high, they may be pleased to constitute a committee consisting of both official and non-official members with a majority of the latter to consider and fix a scale of salaries for at least the future entrants, having in view the present economic conditions of the people of the State."

Resolution No. 2.

Abolition of the Lower Secondary Examination.

Mr. K. T. BHASHYAM AIYANGAR moved the following resolution:—

"This Assembly recommends to the Government of His Highness the Maharaja that they may be pleased to abolish the Lower Secondary Examination."

In doing so, the mover prefaced his remarks with the observation that the lower secondary examination was not at all advantageous to anybody. Still it might have been allowed to continue but for the fact that positive harm was resulting from it. First, under the existing rule, every student of the Middle IV year class had to pass a public examination before he or she could join the first year class in the high school. An application fee of Rs. 5—which was unnecessary—was being levied from every pupil for this examination, and he was also required to get through a process of selection for the public examination. Thus, a lot of strain had to be undergone by children of tender ages (ranging from 10 to 12 generally). Subjecting them to the rigours of a province-wide race was sure to have the effect of stunting their growth—both physical and mental. Not so much of emotion and strain were experienced by students sitting for ordinary class examinations.

Proceeding, the speaker explained that it was not his argument that the examination should go merely because of the strain which it entailed. What he objected to was the imposition of such a severe strain on pupils of tender ages. It was the common experience of teachers that even ordinary questions, well known to children, could not be answered by the latter when in a state of confusion and emotion, more especially so when the questions were twisted and put in a manner not easily understood by the pupils.

A public examination at the lower secondary stage was no test of fitness for anything. It was not the stage for diverting children to any vocational course of study. It might be contended that a pass in the lower secondary examination would qualify a candidate for employment as a teacher in a primary school. In the absence of the public examination, a class certificate could equally well entitle the holder for such an appointment. But in the speaker's opinion, neither a pass in the public examination nor a certificate of promotion to IV form would count for much at the present time, when graduates

were available in large numbers for employment even to the smaller posts. Thus no special purpose would be served by retaining the lower secondary examination as a public examination. It would be more desirable to have a class examination and promote deserving pupils to the next higher class.

So far as the Government were concerned, the holding of this examination every year involved a lot of work and a huge expenditure. They were incurring a large sum in the shape of fees to examiners and on account of printing of question papers. All this could be saved by abolishing the public examination.

Speaking of the examination as a test of real ability, the member remarked that even students of mediocre abilities were known to come out successful in this public examination while really deserving boys sometimes failed. Such failures had acted as serious impediments to the further progress of the pupils.

Proceeding, he said that it was for such reasons that this particular public examination had been abolished in all the British Indian provinces. It was worth noting in this connection that in western countries, there were no public examinations at all in the early stages. If, in the face of the foregoing facts, the Education Department in Mysore still thought it necessary to continue this examination, the only reason must be that Government probably feared that the school authorities, if left to themselves, might give wholesale promotions to the students and Government would therefore have to establish a very large number of high schools which, in the present state of their finances, they could not do. His reply to such a contention would be that whether the public examination was continued or abolished, the opening of additional high schools was inevitable and ought not to be delayed any longer.

The **FIRST MEMBER** (Rajamantravina S. P. Rajagopalachari) pointed out that the only fear was that if the public examination was abolished, pupils

not quite up to mark might begin to flood the high schools.

Mr. K. T. BHASHYAM AIYANGAR replied that such an apprehension might hold good in the case of promotion from class to class—even in smaller classes than the lower secondary—and that if the argument of the First Member was to be accepted, it would be tantamount to saying that there should be a public examination at the end of every year. But educationally, such a course would be unsound. The speaker was emphatic that such fears need not be entertained, least of all in the case of the lower classes. In his opinion, the S.S.L.C. Examination should be the first public examination to be faced by the student, as the question of giving him the option to join either the University or any of the vocational courses would arise only after that stage.

Under the existing system, neither the pupils nor anybody else had anything to gain from the lower secondary examination and he therefore appealed to the Government to accept the resolution.

Mr. KHAJI SYED YUSUF SAHIB, in seconding the resolution, said that a public examination was not always a real test. Very often, nervousness was responsible for the failure of many candidates and some of them got dejected by failures and discontinued their studies altogether. This had actually happened even in the case of some young and intelligent boys. The question of continuance or otherwise of the lower secondary examination had been discussed at great length in Madras, Bombay and other British Indian provinces and a decision taken that students of tender ages should not be subjected to the rigours of a public examination. But even now there were two grades of examinations kept up there, corresponding to the Upper Primary Examination and the Middle School Examination. In the case of the former, the examination was being conducted by the inspecting officers who issued qualifying certificates in deserving cases; and in the case of the latter, the progress registers maintained by the teachers were scrutinised and certifi-

cates issued by Deputy Inspectors. On that basis the pupils were being admitted to high schools and there was nothing to be regretted as a result of such a procedure in the Madras Presidency. The same procedure, he felt, could well be followed in Mysore also. If need be, at the time of admitting pupils to high schools, the headmasters might hold some sort of an entrance examination and admit only those who came up to the standard. Vesting such a discretion in headmasters would any day be better than keeping on the public examination which was resulting in wholesale slaughter of young children.

Mr. B. L. BYANNA opposed the resolution, and said that just as in the case of a house a strong foundation was essential for the superstructure, good educational grounding at the very early stages was also essential for every child at school. Otherwise, he was afraid that the good intentions of Government in making primary education free would be frustrated. As regards the comparison instituted by the previous speaker with Madras and Bombay, he observed that conditions in Mysore were not on all fours with those in the two British Indian provinces. For one thing, the percentage of literacy in Mysore was only 7 and the number of pupils taking advantage of high school education was also very small. A pass in the lower secondary examination had come to be regarded by rural folk as a hall-mark of success for their children to look up to. He felt that the objections raised by the mover were more sentimental than substantial. He was definitely of the opinion that the lower secondary examination must continue to be a public examination in future also.

Mr. G. SANKARA SETTY also opposed the resolution on the ground that if the public examination was abolished, the high schools would have to take in pupils of very low calibre and the percentage of failures in the high school and college courses would become enormous. And failure in higher examinations would entail a heavier loss to the candidates and their

parents than failure in the lower grades. Again, a pass in the lower secondary examination often gave scope for poor people to secure employment on small salaries, and abolition of the examination would naturally deprive them of such opportunities.

Mr. L. VEMA REDDY said that the question of abolishing the lower secondary examination was off and on coming up for consideration for over fifteen years past, but Government had not viewed the suggestion with favour. He was very glad that this was so. He did not believe there was much force in any of the points urged in favour of the present resolution. If the public examination was to be abolished, class examinations would have to take its place. But a pass in class examination could not be a real test of the pupil's worth as it was but natural for teachers to promote as many boys as possible in order to make a name for themselves as efficient teachers. Even as things stood, it was the common impression everywhere that the quality of the material turned out by the middle schools was very poor and abolition of the public examination at the end of that course was sure to make matters worse. If the public examination was kept on, the students would, at least to save themselves from the disgrace of failure, work hard and try to secure a pass. But if there was to be no such examination, he was afraid they would never sit up for their studies with any degree of seriousness. The speaker had another apprehension that, as the vast majority of pupils from rural parts stopped with middle school education, they were likely, after a time, to lapse into illiteracy unless the grounding was very good. Thus, nobody was likely to gain by the abolition of the public examination as proposed. He did not agree with the mover about the severity of the strain caused by this particular examination and added that the standard of examination at present was not so high as in olden days. He emphasized the fact that parents in the villages had an ambition to see their children pass in the lower secondary examination, and looked upon the fulfilment of that

ambition with a certain amount of satisfaction and pride, and that it would be a great pity if such satisfaction was denied to the parents in future. For all these reasons, he opposed the resolution.

Mr. K. KENCHAPPA, in supporting the resolution, observed that even though the previous speaker had opposed the resolution, the arguments advanced by him had actually made out a case for the resolution. As regards the contention that the standard of middle school education, which was already low, would be further lowered with the abolition of the lower secondary public examination, he pointed out that there was no connection between the two, as the standard would continue to be the same so long as the members of the tutorial and the supervisory staff remained the same. In regard to the second argument that students from rural parts would be deprived of the pleasure of passing in a public examination and of the opportunity of eking out a living, he said that a pass in the lower secondary examination, after all, qualified the candidates for teachers' posts and as every one was familiar with the quality of the work of teachers with this low qualification, he urged that it was high time that primary education was entrusted to better qualified hands at least in future.

Mental strain on young children was not a negligible factor. A comparison of the average age of pupils sitting for the lower secondary examination now and in days gone by would show that the average was very much lower at present. And experts in psychology had proved, by means of experiments, that the strain caused by public examinations on pupils, particularly those of tender ages, was indeed great. This in itself constituted a sufficient justification for doing away with the lower secondary as a public examination.

Proceeding, the member said that public examinations might have their own advantages as well as disadvantages but he had no doubt that the disadvantages outweighed the advantages. Speaking particularly of the lower secondary examination, its abolition

in Madras and Bombay could not be said to have in any way harmed the interests of the children in those provinces. In Bombay they had what was called the Mulki Examination, which was a public examination meant for only those who wanted to discontinue their studies with the middle school course. The speaker suggested that a similar system might be adopted in Mysore also, if the Government were not in favour of altogether doing away with the lower secondary examination.

Concluding, Mr. KENCHAPPA said that this reform was being advocated by educational experts and was also being pressed on the attention of the Mysore Government since 1904. In view of all these points, he prayed for the acceptance of the resolution.

Mr. Nawab SHER KHAN of Honnali, who also supported the resolution, said that there was a lot of force in the arguments advanced by the mover and his supporters. Mr. C. R. Reddy, a reputed educationist and a former head of the Education Department of Mysore, had strongly advocated the abolition of the lower secondary examination. The speaker was personally aware of cases where promising children had become dejected on account of their failure in this examination. Educationists generally considered that a public examination at the lower secondary stage would adversely affect the future educational career of the pupils concerned. And if the pupils stopped away at that stage, the knowledge so far acquired by them would be so little that it could not fit them for undergoing even vocational education. But for this public examination a majority of pupils in Mysore could reasonably hope to go up to the S.S.L.C. stage. For this reason he agreed that the lower secondary examination ought to be abolished as in all the neighbouring British Indian provinces.

Answering the argument that abolition of this examination would mean depriving members of the backward communities of the opportunities of securing appointments, he said that Government might suitably amend the rules of recruitment so that the interests

of those communities might not be affected adversely by this reform.

Mr. S. C. BELURIAH thought that a pass in the lower secondary examination had no value under existing conditions and as such it was necessary to induce children to continue their studies up to the S.S.L.C. standard by abolishing the earlier public examination, *viz.*, the lower secondary.

Mr. SYED MOHIYUDDIN HUSSAIN said that the good intention of Government that every child in the State, including the poorest, should receive education, was being defeated on account of the existence of a public examination at the lower secondary stage. There were any number of instances, he said, of children growing nervous at the approach of the public examination and returning from the examination hall without even handing over their answer papers. Secondly, several poor parents were at their wits' end to make up the application fee of Rs. 5 and very often they were compelled to keep back their children from the examination on account of their inability to pay the fee. Taking these circumstances into account, he suggested that the Government should make up their mind either to abolish the examination itself or at least to take away the examination fees. Personally, he felt that by far the better thing to do was to abolish the examination.

Mr. K. VENKATASAMIAH, speaking in support of the resolution, reminded the House that the question of abolishing the lower secondary examination was first brought up before the Assembly about 20 years ago and it was frequently coming up for consideration since then. When it was discussed in 1920, the Government admitted the desirability of abolishing the examination and promised to do so after selecting the required number of passed hands for appointment as teachers in the primary schools. He regretted that that promise which was 18 years old still remained unfulfilled. He urged that action as promised be taken without any further delay.

He also pointed out that educational experts like Mr. C. R. Reddy had condemned the system of a public examina-

tion at the lower secondary stage. There was nothing to be lost by abolishing the examination. The very idea of public examination presupposed the existence of a syllabus and according to that syllabus, the lessons had to be gone through within the limited time available. And a casual glance at the syllabus of the lower secondary examination was sufficient to convince anybody that it was no easy matter to cover within one year all the portions indicated therein. Hence the teachers could not help hurrying through the lessons, and it was not all pupils who could keep pace with them. But the object of education, *viz.*, developing the faculties of the pupil, the power of observation, thinking, reasoning, etc.—was lost sight of and mere coaching for the examination became the dominant idea. This idea received a further fillip by virtue of the system of giving alternative questions with the help of which not a few of the undeserving and even ill-equipped pupils got through the examination. But the fact remained, *viz.*, that the knowledge acquired by a vast majority of the pupils was quite superficial. On this consideration alone, he said that the lower secondary as a public examination should be abolished without delay.

As a minimum qualification, as already stated by previous speakers, this examination had lost all its value. Even those who advocated its retention would acknowledge that lower secondary passed candidates could hardly write a few sentences correctly. When such was the case, he wondered what useful purpose would be served by retaining it. Studying with the sole object of passing an examination rarely gave the pupil a real insight into any subject. The abbreviation "S.S.L.C." stood for "Secondary School Leaving Certificate," and bearing in mind the purpose of this certificate, he said that any public examination for issuing a certificate at an earlier stage was a superfluity. The retention of this public examination seemed to benefit none but the examiners. For all these reasons, he said, there need be no hesitation in abolishing the examination.

Mrs. W. H. THEOBALD, who opposed the resolution, spoke as follows:—

"I feel the abolition of the lower secondary examination is desirable but on condition that Government will come to the rescue of the pupils by providing high schools wherever there are middle schools existing. Without high schools, the districts are going to suffer. Have the Government the necessary funds to provide high schools all over? That is the question we must consider before we ask for the abolition of the middle school examination. We must be fair to the people in the districts as well. It is not only the case of the children in the cities and towns that we have to consider but also as to what is to be the fate of those, in the districts without high schools. We cannot bring them into towns to study in high schools. I think we need to consider a great deal ourselves before we decide on this point."

Mrs. K. D. RUKMINIAMMA, in supporting the resolution, pointed out that the lower secondary examination was first organized in Mysore about 50 years ago as an experimental measure. Though several changes had since been effected in the scheme of that examination, she was afraid that it was not such as could mould and develop the character of the pupils of a tender age. She did not agree with those who thought that the abolition of this examination would harm the cause of education in the State. At any rate, that was not found to be the case in Madras and Bombay where lower secondary as a public examination had disappeared. Nor did she consider this examination to be suitable for gauging the actual capacity and equipment of the examinees. The pupils would cram up the lessons, write something at the examination and either pass or fail according to the rules. She knew from personal experience, as a teacher for over 30 years, that sometimes even intelligent pupils failed to get through this examination in the first attempt.

No doubt, several educationists had pronounced the opinion that examinations were a necessary evil. But if examinations were recognised to be an evil, then she asked whether it would

not be desirable to reduce the evil to a minimum by keeping only those examinations which were absolutely necessary. So far as the lower secondary examination was concerned, no benefit could be derived by children of 10 to 12 years of age being subjected to the strain of a public examination. On these considerations, she said that the lower secondary examination might be abolished without hesitation.

Referring to the apprehension expressed by some of the previous speakers that the abolition of this examination would result in ill-equipped pupils monopolising all available seats in the high schools, she said that such a state of affairs could be guarded against by vesting in the head of each high school the discretion to test the fitness of the applicants and admitting as many of them as possible in the order of merit. And according as the number of candidates seeking admission increased, she said, it was the duty of Government to open additional high schools. But even apart from this question, the plea of additional expenditure involved in opening new high schools could never be a justification for continuing the public examination at the middle school stage.

Proceeding, the speaker referred to the system of education obtaining in certain special institutions in Bangalore, such as the Bishop Cotton School and the Convent Schools, and pointed out that those institutions did not send up pupils of tender age for any public examination but had examinations of their own. They prescribed their own standards and gave promotions by means of class examinations. And it had been recognised on all hands that the training imparted therein was specially designed to help in moulding the character of the pupils. She therefore earnestly suggested that the example of those institutions be emulated by the Government also and the lower secondary examination abolished without the least hesitation.

Mr. K. LAKSHMINARAYANA RAO, who also spoke in support of the resolution, said that failure in the lower secondary examination was creating a

depressing and sometimes a disastrous effect on many young students. Seeing that all middle schools were maintaining a regular record of progress of their pupils, he thought that a class examination ought to be a sufficient test to serve as the basis for deciding which of the pupils might be promoted to the next higher class.

The speaker had heard it from the lips of educationists like Mr. C. R. Reddy that in western systems of education, there were no examinations at all at the earlier stages and that all pupils would get promoted from class to class regularly.

Srimathi R. KALYANAMMA said that she had given notice of a similar resolution at the previous session of the House but that it was not reached for want of time. She thanked and congratulated the mover of the resolution under discussion for having brought it up at this session.

Discussing the merits of the resolution, she said that children were being subjected to severe hardships on account of the lower secondary examination. First, it was acting as a process of filtration which prevented a large number of pupils from going up to the high schools. Secondly, children from village schools had to go to distant towns and sit for the examination and, apart from the question of the expense and inconvenience which such a system involved, the change of environment contributed to the nervousness of the young pupils. She also said that, seeing that several S.S.I.C. passed candidates were without employment, it could no longer be said that the lower secondary certificate candidates had any value from the bread-winner's point of view. Apart from it, the preparation for this examination involved very severe strain on the pupils and this ought not to be permitted in view of their tender ages. For these reasons she also urged that the lower secondary examination be abolished.

Incidentally, she condemned the practice of employing teachers with nothing better than a lower secondary pass certificate, and insisted that persons with very much higher qualifications should be appointed as teachers.

R.A.

Mr. TIPPU SULTAN ALI KHAN said that in the event of abolishing the lower secondary examination, the Government should see that the existing staff in the primary and middle schools were replaced by more highly qualified teachers as otherwise the material going up to the high school standard would be very poor, and the percentage of failures in the Secondary School Leaving Certificate Examination would be even larger than at present. In western countries, none but the most highly qualified and most competent persons were being employed as teachers even in primary schools, for the reason that it was at that stage that the character of the pupils had to be built up. On the same analogy, in the Bishop Cotton School at Bangalore, and in other Convent Schools also, only specialists were being employed as teachers.

If, for any reason, the above policy could not immediately be adopted in the case of Government and aided primary and middle schools also, he said he for one would not favour the abolition of the lower secondary examination. No useful purpose would be served by promoting the pupils from class to class automatically.

Rao Sahib M. RAMASWAMI opposed the resolution and said that what was good for western countries was not necessarily good for Mysore. While in the West 95 per cent of the people were literate, it was so low as 7 per cent in Mysore. Even granting that the primary education of a child began in its 5th year, it would be 16 years by the time it came up to the S.S.I.C. class. To say that for 11 long years there should be no public examination would, in his opinion, be educationally unsound. It might be that there were defects in the existing lower secondary examination, but it might not be necessary to abolish the examination altogether, so long as it was possible to set right those defects.

Another important point to be borne in mind while discussing this question was that by means of the lower secondary examination results, the authorities could judge which of the pupils in the high school classes might be given free-studentships, half-free-studentships

and various kinds of scholarships. If the examination was abolished, and pupils were merely promoted from the middle school to the high school, the very basis on which encouragement should depend would disappear. From this point of view he feared that the proposal contained in the resolution was not feasible.

Continuing, the speaker said that a vast majority of the pupils stopped with a pass in the lower secondary examination. To all such pupils the examination was acting as a stimulus and to their parents as a source of hope because that was all the stage up to which they, and especially the poorer parents, could afford to educate their children. Its abolition, he had no doubt, would damp the enthusiasm of all such parents and at the same time, the percentage of literacy in which supporters of the resolution seemed to be hoping for a rise, would not at all show any progress.

Mr. B. N. BORANNA GOWDA was of opinion that those who opposed the resolution were not helping the advancement of the people at large. He was quite sure that with the abolition of the lower secondary examination, the pupils would get an added incentive to pass the S.S.L.C. Examination because there would be no other examination for them to pass at an earlier stage. Sister states like Travancore and Cochin had made rapid strides in point of education, and when proposals calculated to have the result of placing this State on a par with such advanced States were made, he was sorry to see certain members resting content with the existing low percentage of literacy in the State. What the sponsors of the resolution pleaded for was that no brake should be applied to the even progress of a pupil, such as the incubus of a public examination at a premature stage, but that every possible help should be afforded to him so that he may, with such help, go at least a little further than the lower secondary stage. The very fact that an educational officer of the standing and experience of Mrs. Rukminiamma had supported the abolition of the examination in question, he said, should suffice to set at rest all the apprehen-

sions which those who opposed the resolution had so far expressed. He earnestly requested the House to pass the resolution unanimously.

Mr. Rayara KEMPANNA said that till 15 years ago, some little value attached to a pass in the lower secondary examination. But due to various reasons this examination had absolutely no value at present. Secondly, even those who secured a pass in it were not well equipped for anything, due mainly to the fact that their teachers themselves were not highly qualified. Thirdly, every public examination meant an extra levy in the shape of application fee, and in the case of the lower secondary examination the fee prescribed was Rs. 5. There was no justification, in the speaker's opinion, to levy this amount from every pupil desiring to go up to the high school stage. Fourthly, as explained by more than one speaker, failure at the very first examination would generally have a deleterious effect on the pupil and might affect his future career very adversely. For these reasons, he supported the resolution.

Mr. BALE GOWDA said that the lower secondary examination was always regarded as a great boon to the rural population. Parents in the villages were quite content with educating their children up to the lower secondary stage, so that these might help them in matters like keeping accounts of receipts and expenditure of the family and in carrying on ordinary correspondence. Abolition of the examination was not welcome to most of such parents and he therefore opposed the resolution. He also requested Government not to take action on it even if it was passed by the House.

Mr. Shampur PAPANNA said that the lower secondary examination was a sort of a barometer to gauge the equipment of a pupil and by abolishing it, the Government would be depriving themselves and the parents of such a useful instrument. Secondly, even with the process of filtration in the public examination, to which Srimathi Kalyanamma had referred, the difficulty of providing sufficient accommodation for all the pupils seeking admission to the VI form was increasing from year to year, so

that if the examination was done away with, the rush for seats in high schools would be much greater in the years to follow. He therefore suggested that at least till such time as more high schools were provided, the lower secondary as a public examination should continue.

Mr. K. N. PUTTANNA pointed out that even as matters stood, a large number of pupils seeking admission to high schools were not being admitted, and that with the abolition of the lower secondary examination the difficulty of securing seats would be greater. Some of the previous speakers had referred to the enthusiasm of students and parents. He would say that abolition of the examination would have an adverse effect on the enthusiasm of the teachers also and even the little interest which they were evincing in the matter of coaching up students for the public examination would disappear as a result of it. Again, a class examination was bound to have its own defects and drawbacks in that favourite pupils of the teachers could be certain of promotion, whether they deserved it or not, while some of the most deserving might receive disappointment at their hands. For these reasons, he said that the public examination in question should be continued.

Mr. GURUSWAMI GOWDA said that children from the village parts would suffer most if this resolution was passed. Knowing that high school education was beyond their reach, they were going to school with the object of securing a pass in the lower secondary public examination, and if this was abolished they would lose all incentive for going to school, more especially because the nearest high school would be far away from their own villages. He therefore thought that till such time as a high school was provided in every taluk head-quarter, the lower secondary examination should be retained.

Mr. HANUMANTHIAH said that very few pupils belonging to the depressed classes were now going up to the middle school stage, and those who passed in the public examination were fewer still, so that the majority gave up their education at that stage. But if this im-

pediment of a public examination was taken away, at least some more boys of the community could hope to go up to the high school stage. In this hope, he supported the resolution.

Mr. TARE GOWDA remarked that the department was deriving some large profit in the shape of examination fees and therefore was opposed to the abolition of the examination.

Mr. S. P. RAJAGOPALACHARI replied that it was not so.

Mr. TARE GOWDA then observed that the evils resulting from the lower secondary examination were greater than the benefits. But for the lower secondary examination, many more students would be enabled to go up to the high school and benefit by the higher education. The average age of the boys who went up for the lower secondary examination was 11 or 12 years. At such a tender age the boys could not stand the strain of a public examination. Another evil of the examination was that the youngsters who happened to fail in the examination were always discouraged, and often dejected, and sometimes tempted even to commit suicide. If the lower secondary examination was abolished, the benefits of high school education would become available to many more boys and girls in the State. No doubt the abolition of the examination meant that a large number of high schools would have to be opened and this involved heavy expenditure. This, he said, could well be met with the help of the savings accruing from the remission of the subsidy. The heavy failures in the examination could perhaps be partly explained by the circumstance that while the pupils were coached up by teachers of the middle schools, the papers set for the examination were mostly by high school teachers who naturally expected a rather too high standard of the examinees. And the expenditure incurred in the shape of fees to examiners was not of any benefit to the teachers who actually handled the lower secondary classes. Considering all these aspects, the lower secondary examination had been dispensed with in the Madras Presidency and everywhere else. It could not be said that for that

reason the standard of education elsewhere was lower or less satisfactory than in Mysore. Not merely in the interests of uniformity but also as a matter of profiting by the experience of other administrations, it was highly desirable that the public examination in question was abolished in this State also. After all, in his opinion, examinations were no safe test of either education or culture or efficiency of an individual.

MR. G. MALLANNA spoke next opposing the resolution. He said that those who favoured the resolution came mostly from the cities and towns. But the poor parents in the villages could not educate their boys up to the VI form. It would be a matter for great satisfaction to them if their boys secured a lower secondary certificate. If there was no lower secondary examination, and the boys stopped with the lower secondary education, they could not boast of any kind of certificate at all, and their parents would be denied all satisfaction. Further, as pointed out by Mrs. Theobald, the abolition of the lower secondary examination would necessitate the opening of a very large number of high schools throughout the State. This might not be possible immediately. And, after all, he was of opinion that the lower secondary examination was not involving undue strain on the pupils as was evidenced by the fact that very young children were successfully being trained in Nursery Schools. And even if it did, it could as well be argued that there should be no public examinations at all, because every examination meant some strain to the candidates, according to the relative standards, and, at that rate, even for selecting hands for the Civil Service of the State no examination need be insisted upon. He felt that the plea that some of the students who failed in the lower secondary examination committed suicide, should not be taken too seriously. Otherwise, some who failed in the B.A. Examination might commit suicide and that might stimulate an equally untenable argument that the B.A. Examination also should be abolished. All things considered, it

was best that the present system was not given up.

MR. D. VENKATARAMANAPPA stated that educational experts had instituted the lower secondary examination after very careful consideration and that it would not be wise to abolish it all at once. Examinations would foster a spirit of healthy competition among the students and there could be no progress without such competition. Besides, certain kinds of appointments were now available for those with lower secondary qualifications and there would be no criterion for selecting candidates if this examination was given up. Some poor boys who could not afford to take up higher courses could obtain a lower secondary certificate and with its help secure some appointments, however small, and earn their livelihood. This scope would be denied to them in future if the examination was abolished once for all. For these reasons, he opposed the resolution.

MR. AMBROSE ANANDA also spoke in opposition to the resolution. The earlier speakers had given their reasons for the abolition of the examination, but he was unable to agree with any of them. Some of them had stated that the age of the students who appeared for the examination was too tender, the average being 11 or 12. Speaking as a teacher himself, with over 20 years' experience, he was in a position to state that the average age of the pupils appearing for the lower secondary examination was between 14 and 15. No doubt there were some between the ages of 11 and 12, but they were very few in number. One member had said that the examination was of no real use because students learnt their lessons by rote without understanding them properly, and managed to secure a pass. But he knew for a fact that this was not so, because according to the revised scheme of the examination, the nature of the questions was to be such that students who merely crammed their lessons could not get through. To the statement of certain members that young boys appearing for the examination often got nervous and failed to secure a pass in spite of perfect preparation,

the speaker replied that this argument might as well apply to any other examination. One member had stated that a pass in the lower secondary examination would enable the pupils to secure appointments and that if the examination was abolished, many young men would have to go without those appointments. He was not much impressed by this argument since examinations, and more particularly the lower secondary examination, were not meant to guarantee bread to the successful candidates.

In reply to the argument of some of the other members that the lower secondary examination had been dispensed with in the Madras and the Bombay Presidencies and that therefore the same thing should be done in Mysore also, Mr. AMBROSE ANANDA said that it was because of the abolition of that examination that the percentage of passes in the S. S. L. C. Examination in those presidencies had dwindled to 18 or 20, while the percentage in Mysore was not less than 50. This in itself was a point in favour of the examination being kept on. There was also another circumstance which supported this position. The usual practice followed in all schools, while drawing up the promotion lists every year, was that no candidate should ordinarily be detained in the same class for more than 2 years so that, on the same analogy, even very backward boys of the lower secondary standard would have to be promoted to the high school, irrespective of whether he was fit for promotion or not. As matters stood, the standards of training varied from school to school and from locality to locality so that without the lower secondary examination, the headmasters of high schools would find it exceedingly difficult to select candidates for admission to these schools. Again, abolition of the lower secondary examination would not be desirable even from the point of view of poor parents, because their children would as a matter of course go right up to the VI Form and at that stage, probably after a series of failures in the S. S. L. C. Examination, the parents would come to know that their boys were after all not

fit for higher education; and that being a somewhat late stage, it might be discovered that many of the boys might not be fit even for any technical course of profession. If, on the other hand, there was the lower secondary examination, the parents could understand the abilities of their boys at a very early stage and choose for them any course which the boys' aptitudes indicated and the parents' own circumstances permitted of.

The DIRECTOR of PUBLIC INSTRUCTION (Mr. M. Sultan Mohi-uddin) then spoke as follows :—

The question of public examination has been considered several times and by several committees of the department. It came up before the Reorganization Committee appointed by Government to review the whole position in regard to the different grades of education; and subsequently it engaged the attention of the Local Examinations Board as far as the upper primary and middle school examinations were concerned. The question was also considered by some other committees. All these bodies, including not only experienced members of the department but also non-official gentlemen interested in educational problems who could be relied upon to represent the point of view of the parents, came to the decision that public examinations were necessary and therefore should continue.

Now, in presenting the departmental position, I should like to consider the problem from a few points of view. In the first place, we could consider a public examination as marking the completion of a definite course of study—that is, as having a retrospective reference. It looks back and tests what has been done during a course extending over a period of 3 or 4 years. Of such nature is the upper primary examination, which was formerly called the vernacular lower secondary examination. I may observe in passing that there is no examination now called the vernacular lower secondary examination. There are two examinations instead, called the upper primary examination and the middle school examination. Now coming back to the upper

primary examination, it comes off at the end of the 6 years' primary school course. As I just said, it is a completion examination; and in the case of such an examination which only tests the attainments of a pupil at the end of a course of study for issue of a certificate in token of satisfactory completion of the course, there is perhaps no absolute need for a public examination. The teachers who have taken the pupil through the course could, at the end of that course, test his progress and issue a certificate. In fact, this is what is done at the end of the elementary education course in several foreign countries. In England, for instance, the system of public elementary education, beginning at the age of five and ending on the completion of 14 years, and in some cases, of 15 years, is not controlled by any public examination. What everybody is concerned with is that the pupils must go through the course, the presumption being that in doing so, they will reach certain standards of attainment. But even our upper primary examination presents some difficulty, and that difficulty consists in the fact that this examination is prescribed as the minimum qualification for appointments as teachers in primary schools and for certain other lower ranks of service. If we abolished this examination, the question would arise: Can we accept the headmasters' certificates and treat all those who have such certificates as standing on the same footing and having the same competence? Each teacher will have to measure the attainments of pupils, and each will have his own foot-rule; one will have a long one and another short. The foot-rule will vary from teacher to teacher, from school to school, and from district to district. There will be no uniformity and no common standard to refer to. The real and practical difficulty would be: what reliance could be placed upon certificates to be issued by teachers of primary schools? I shall not refer here to the various influences to which teachers are subject. That would be to refer to the seamy side of human nature. Every one is subject to temptations, to pressure, to undue influence

of various kinds, to recommendations and solicitations. I shall not refer to them. But speaking purely from the theoretical point of view, there is an inevitability of variation in standard from teacher to teacher, from school to school and from locality to locality. In selecting persons for certain grades of service, it would be very embarrassing and difficult to determine fitness, to discriminate between the competent and the incompetent. I trust the House will consider this aspect of the question. The other examination to consider is the middle school examination. Unfortunately, this examination performs two functions. It not only marks the completion of the middle school course of four years following upon the primary school course, but it serves also as a qualifying examination for admission to the high school course. In our system of organization, there are three distinct grades of education, *viz.*, the primary, middle and high. There is not, as there used to be, one continuous course from the I year Primary to the VI Form. The classes are numbered afresh in each of these stages. The point is that each grade of education is self-contained, and passage from one grade to another is not automatic. So the middle school examination is a qualifying examination also. If it were only intended to testify to a satisfactory completion of the middle school course, the department would not be keen on conducting the examination. But there is the question of a satisfactory test of fitness for admission to high schools. Should high schools be required to admit every boy or girl who has completed the middle school course without passing a public examination? Could a certificate by the headmaster of a middle school be accepted as enough evidence of fitness for the high school course? These questions arise. What I said with reference to upper primary examination applies with greater force to the middle school examination.

Now, let us consider the question from the point of view of the pupils. How would the abolition of the middle school examination benefit them? They would be passed on from middle school

to high school unchecked, whether fit or not. But there would come the hour of trial, the test of efficiency at the S.S.L.C. Examination. Do you think that every one who would pass on from the middle to high school would get through that test? Even with the sifting at the middle school examination the pass-percentage at the S.S.L.C. Examination is not high. What would be the percentage if there was no sluice gate of the middle school examination? The University would stiffen the test for admitting pupils to the University. Even now they are complaining that high school products are not adequately equipped for university courses. To some extent their complaint is justified. But the high school teacher passes on the blame to the middle, the middle school passes it on, with compliments, to the primary school.

MR. K. T. BHASHYAM AIYANGAR.—And they in turn pass it on to the parents!

MR. SULTAN MOHIYUDDIN.—Yes, and perhaps with considerable justification. The fact remains that even with two public examinations the University does not receive the right sort of material. Do you think that they would acquiesce in the abolition of the middle school examination? Would they not narrow down the gate of admission into the University by making their test, for eligibility to college courses stricter? From the University's point of view, so far as admission to their courses is concerned, they would be justified in insisting upon certain minimum standards of attainments. Imagine in that case the extent of educational mortality that would ensue when all pupils who join the high school unchecked take the S.S.L.C. Examination. Consider the extent of wastage in terms of the precious years of the pupils and the hard-earned money of the parents. I expect the House would realise that even the high school has to remain selective to some extent under the present conditions in Mysore and in India. High school education cannot yet be regarded as "the education for all" in India. Even in some western countries. "Secondary education for

all" is not an inspiration. We have not tackled even the problem of primary education completely. In the West, primary education is the right of every boy and girl. We have made no provision for universal primary education yet, and consequently there could be no question of secondary education being made available to every boy and girl. So secondary schools, and particularly secondary schools of the academic type that we have to-day, have to be selective in regard to admission. A public examination is the only reliable and uniform basis of selection. The argument advanced by one of the speakers was very pertinent to the issue, *viz.*, that there are not as many high schools as middle schools in the State. Consequently, we cannot accommodate every boy or girl who passes through the middle school. There has to be a selection, and taking into account the academic character of our high school course, selection has to be made with reference to the intellectual calibre of the students. I do not mean the intellectual calibre should be of a high order such as would be necessary for university courses. But selection of some kind with reference to intellectual equipment and calibre is absolutely necessary. From the point of view of admission to high school course, therefore, the middle school examination is absolutely necessary. Abolition of that examination would be fraught to some extent with tragic results to the pupils themselves.

Reference has been made to foreign countries. Although I cited the instance of England to say that no public examination is held at the end of the elementary course, I must add that so far as admissions to secondary schools are concerned, a selection examination is held in England at the age of 11. This examination is conducted by external examiners who select only such pupils of public elementary schools as have the ability to profit by secondary education and they are given free places. Even in America, which is a great democratic country, not only politically but also educationally, where the principle of equality of educational opportunity

finds fullest expression, where they have set up an easy ladder from the primary to the university grade of education, even there the authorities of a school of a higher grade apply their own admission tests, which may not be in the form of a public examination but some kind of tests, all the same. The middle school examination has to be mended, but not ended. As regards the manner in which it is to be mended, we have been seriously engaged in considering as to how best to tone down the rigours of that examination. My friend, Mr. K. T. Bhashyam Aiyangar, referred to the strain of the examination. Strain there is bound to be in everything. Generally I could say that if education is preparation for life, and life involves strenuous situations, examinations should be considered to be an inevitable part of the preparation for life. It seems to me that the courses of study having been planned carefully for a certain number of years and the standards of examination also having been fixed with reference to those courses, if a boy or girl had been doing his or her task steadily, *i.e.*, had been studying from the very beginning of the course and not during the last one month or two months only of the year by a spurt, there could be no question of strain in the sense we imagine it. For that matter, will not a class examination, strictly conducted, involve strain? I do not think that strain or excitement could be avoided altogether in life. If any pupil complains of any undue strain by reason of a public examination, we could safely assume that he has not been working systematically during his course of study.

Srinathi Rukminiamma's argument that there is no public examination in European high schools in Bangalore, corresponding to our middle school examination, has been effectively countered by Mr. Tippu Sultan Ali Khan. Comparisons are fallacious when conditions are not identical in every respect. I believe she referred also to examinations being a 'necessary evil,' and emphasized the word 'evil'; but I am inclined to emphasize the word 'necessary.' Examination is a very necessary feature of educa-

tional organisation and I could quote no less an authority than Sir Michael Sadler who lately served as Chairman of the International Committee of Enquiry on the question of examinations. He observed in some place that the abolition of examinations would be a signal for an educational saturnalia.

Examination is necessary not only to test the pupils but also to furnish an incentive to them to work up to a particular standard. Examination furnishes a stimulus to achievement at a higher level than would otherwise be possible. Examination has its own good points as well as its bad points. The House will agree with me that the fault is not so much with the examination as an institution, but with the concrete form which it assumes in our practical organisation, and the manner in which it is conducted. If an improvement of the system of conducting examinations could be effected, there should be no cause for any complaint against the holding of a public examination at any stage.

Mr. S. C. MALLIAH observed that the points urged by the supporters of the resolution were not very convincing. One argument adduced in favour of it was that boys and girls of tender age could not stand the strain of the examination. The lower secondary examination was not the first or only examination that the pupils were being subjected to, because there were other periodical tests at which regular papers were being set and the pupils called upon to submit written answers. Those tests were certainly causing some strain on the pupils, and if the argument above referred to was to be accepted, even such periodical tests would have to be abolished. Even if pupils were admitted to the high schools on the strength of certificates issued by the headmasters of the middle schools concerned, the parents would not be enabled to know how far their children had been educated or trained. So, the examination was necessary, and more especially so on account of the fact that inspecting officers also could not inspect all the schools in any given year. The examination would also be useful in

the sense that it served as an instrument with which to ascertain whether or not a candidate possessed the minimum knowledge which was expected of him. Very likely, there was a grievance that the application fee was a bit too high for the majority of parents to pay, and in case any surplus was accruing to the department from this source, after meeting the cost of the examination, the Government might sympathetically examine the question how far they could reduce the fee. The member was also definitely opposed to the suggestion to give the discretion to headmasters of high schools to select candidates from among the various applicants and admit them to the high schools on the strength of certificates issued by headmasters of middle schools. The examination, he said, must continue if inefficient pupils were to be kept out. But in view of the various points urged by the supporters of the resolution, the Government might slightly lower the standard of the examination and also fix a lower percentage of marks to entitle a pupil for a pass. And Government might consider the question of extending, if possible, to other communities also the concession which the Adikarnatakas enjoyed in the matter of exemption from payment of application fees. When a sufficient number of high schools were established and teachers with the highest qualifications were appointed and when all these realized that they were morally bound to see that every one of the pupils entrusted to their charge was rendered fit for life and trained to play a proud and prominent part in public life—then, and then only, would the time arrive when a resolution like the present could be viewed with unmixed favour.

Mr. H. K. MADIHAH supported the resolution on the ground that backward communities stood to benefit by it. Mysore was a Kannada country and the knowledge of Kannada also would improve if this public examination at an early stage was abolished. Besides, parents in village parts were generally content if their children secured the lower secondary certificate. If that

examination was abolished, they would be induced to keep their children at school throughout the high school stage because no other certificate could be secured till then, to indicate a pass in any public examination.

Lokasevaniratha Bale SIDDALINGA SETTY spoke opposing the resolution. Replying to some previous speakers who had suggested that if the lower secondary examination was abolished the parents would be induced to educate their children at least up to the S.S.L.C. stage, he remarked that in many cases the parents were too poor to educate their children up to the higher standard. Besides, they were in many cases unable to manage their affairs without the support of their sons for a long number of years. Secondly, in spite of the hard times which agriculturists were passing through, they were managing to keep their children at school at a heavy cost, in the only hope that the boys and girls would secure certificates, and the education which the pupils received in such circumstances ought not to be allowed to go without any recognition as would be the case if the lower secondary examination was abolished. Thirdly, if certificates issued by headmasters of middle schools were to be accepted by the high school authorities for the purpose of admitting boys and girls to the high schools, then the inevitable result would follow: viz., that whether or not the pupils were fit for promotion, the middle school headmasters would grant certificates in all cases, with a view to save the reputation of their own schools. He however joined those of the previous speakers who had appealed to Government that the examination fee of Rs. 5, being rather high, might be slightly reduced.

Mr. MIRZA M. AZIZULLA BEIG remarked that the resolution under discussion was a very important one and the object underlying it was also laudable. But, he said, there was one important aspect of the question which had not been touched upon by any of the members. The resolution related to the education not merely of boys but also of girls. The resolution,

if accepted, would adversely affect girls' education and this was a point which he had expected at least the lady members of the House to raise. The majority of boys—even those coming of poor families—would somehow manage to go at least up to the S.S.L.C. stage, whereas most girls would not go beyond the lower secondary stage. Various circumstances were responsible for this, the chief reason being poverty. Education up to the lower secondary being free, poor parents could send their children to school. But they had to hold them back from high school education since they had to pay not only the class fees but other items like sports fees, library fees, etc. This difficulty was particularly felt by parents of Muslim girls and this was why very few of these took up higher education. If this was so, it was absolutely necessary to keep up the lower secondary examination. It was also a very useful institution because parents of girls with the lower secondary qualification were not experiencing so much difficulty in securing suitable bridegrooms and it would not be a welcome thing, from this point of view, if this convenience was to be denied to the parents in future, without any special reason whatever.

The speaker concluded by observing that much was sought to be made of the point about the strain which the lower secondary examination meant to the pupils. He was sure that the strain in question was nothing compared to what motherhood, for instance, meant to a girl of 13 years.

Replying to the debate, Mr. K. T. BHASHYAM AIYANGAR said that he was glad that the subject had been discussed at such length. In particular he thanked Sri K. D. Rukminiamma and Sri Kalyanamma for having supported the resolution. Even Mrs. Theobald, who seemed to have opposed the resolution, was of opinion that it was desirable to abolish the public examination, but her objection to it was based merely on the ground that there were not a sufficient number of high schools to accommodate all the girls and boys seeking admission. He complimented Mr. Sultan Mohi yuddin, the Director of Public Instruc-

tion, for the very lucid manner in which he explained the details but at the same time he said that many of his arguments were fallacious and could not be substantiated. The request made in the resolution was that the public examination should be abolished. This did not mean that every one—whether fit or unfit—should be admitted into the high school. The boys seeking admission might be tested by the high school staff and only those considered fit might be admitted. Many people seemed to entertain the apprehension that by abolishing the public examination the standard of education would go down; that those who were not anxious to take up the high school course would not study even up to the middle fourth year class while at the same time others could go up to the VI Form without any check, and that being unfit, they would fail in the S.S.L.C. Examination in large numbers. He for one could not agree with the above arguments. It could not be contended that by the abolition of the public examination, incompetent pupils would be promoted to the high school classes. It might be argued that with a view to see the boys promoted, the headmasters might give more marks to them. By adducing such an argument, the Government would be levelling uncalled for charges against their own headmasters. The class examination ought to be sufficient to ascertain whether a boy was fit for promotion to the high school or not. If necessary there might be a selection board in each high school for the selection of pupils to be actually admitted and they might be instructed to select only those of the applicants who secured a certain minimum percentage of marks. But even without selection boards, it would be but fair to say that headmasters of middle schools were also responsible, officers and might well be trusted to discharge their duty of issuing pass certificates with due care and responsibility, so that on the strength of these certificates, admissions into high schools might be regulated. If any of the headmasters were found to have misused the trust reposed in them,

they might be severely dealt with. But it would be a poor compliment to the department to say that with all its huge establishment it could not control its own employees.

Another point of objection seemed to be that the accommodation available in the existing high schools would not be sufficient to receive all the applicants seeking admission and therefore some sort of filtration was necessary. His only reply to an argument like that was that want of accommodation could never be a justification for detaining pupils in the lower classes. All deserving boys and girls must be admitted into the high schools, and coached up for the S.S.L.C. Examination. If they failed in that examination in large numbers, that would only reflect on the efficiency of teaching in the concerned schools. They might say, no doubt, that the standard of training in the lower classes was itself low, but there again the same remark would apply. Even if that were so, it would not be right to penalise the pupils for the inefficiency of the teaching staff. If the teachers were inefficient, they must be replaced by men with requisite qualifications, so that the children would not have to remain in any class for more than one year.

It was argued that educational mortality would increase in the S.S.L.C. if the lower secondary public examination was abolished. There would be no justification in disapproving of a heavy mortality in a higher stage and perpetuating it at an earlier stage. At each stage the teaching must be efficient and the failures must be at a minimum. He did not agree with the Director of Public Instruction that if the standard of efficiency should be uniform, the process of selection would be inevitable. The standard for each grade had been fixed, and the text-books would be prescribed in accordance therewith; the teaching also would be according to the standard; and there was the Inspectorate to see that the teachers discharged their duties efficiently and conscientiously. With the help of all this elaborate machinery, he thought, it ought to be possible to maintain a

uniform standard of instruction throughout the State, whether there was a public examination or not at any particular stage. For these reasons, he was of the opinion that the lower secondary as a public examination was not at all necessary.

The speaker then referred to the abolition of the lower secondary examination in the Bombay and the Madras Presidencies years ago, and said that he had not heard so far that the standard of education had gone down in either of those presidencies. It was said by Mr. Ambrose Ananda that whereas in those presidencies the percentage of passes in the S.S.L.C. Examination was 18, it was as much as 50 in Mysore, and that this was to a great extent due to the process of elimination at the middle school stage. If the process of elimination at the middle school stage was a measure of so much lasting value, he would like to ask Mr. Ambrose Ananda why the percentage of passes, which was so high as 50 in the S.S.L.C. Examination, should fall to 15 or 16 in the Intermediate Examination. Personally he was of the opinion that the percentage of passes in any examination depended upon the efficiency of teaching and not whether the examination itself was a public examination or a class examination. If children were to be classified as fit and unfit at a young age, those who were dubbed as unfit would lose all their enthusiasm and this would mean a serious set-back to the very scheme of universal education. This in itself was a sufficient argument in favour of the proposition that children ought to be helped to go up to the S.S.L.C. class without any hindrance. The speaker had heard some one remark that if all public examinations up to the B.A. or other corresponding public examination were abolished, boys and girls would simply proceed from the middle to the high schools, then from the high schools to the colleges, and so on. He did not know if anybody would seriously propose such an arrangement. But even granting that the boys did not pass in the lower secondary examination, he would ask whether they would not be

benefited by the higher education received in the high school and also in the college. At any rate, it was better to have many a person in the State calling himself a failed S.S.L.C. or a failed B.A., than a failed lower secondary.

Proceeding, he referred to the desirability of starting more high schools and said that without pleading the excuse of want of funds, Government ought to open more schools so that boys and girls might progress from class to class without any hindrance, up to the S.S.L.C. standard, after which they might either join the college or take up some technical or vocational course. That would any day be better than throwing children out of school at the middle school stage itself.

One of the arguments advanced in favour of the lower secondary examination was that persons who passed the examination could get appointments as school-masters in primary schools and that they would be deprived of such opportunities of eking out a living if the public examination was abolished. He did not agree that the abolition of the examination should necessarily have that result, because the persons seeking such appointments would be expected to secure the headmaster's certificate instead of the lower secondary certificate.

A whisper was heard that a certificate issued by a headmaster would not command the same value as the lower secondary certificate. The speaker wondered why it should not. In Bombay and Madras Presidencies where the lower secondary public examination had been abolished, certificates issued by headmasters of middle schools commanded as much respect as the diplomas of old.

Mr. BHASHYAM AIYANGAR then referred to the statement made by the Director of Public Instruction that in the preparation for life, a man had to undergo all experiences and must put himself to all sorts of strains, and said that though that statement was true in the case of those preparing for higher examinations like the B.A., M.A., etc., it should not be applied in the case of

children. As a matter of fact, it was found that even among persons who had passed the highest examinations, there were some who were not up to certain emergencies. As against such, there were persons who held no University diplomas, but could rise to expectations under the most trying circumstances. So, it could not be said that examinations were everything. He was carefully hearing the remarks made by the Director of Public Instruction to find out in what way a public examination at the lower secondary stage would help either higher education or technical or vocational education, but he was disappointed to find that no such case was made out by him. If a class examination was considered to be a good enough test for promotion from the first year class to the second year class of the middle school grade, it ought to be a good enough test for promotion from the middle school to the high school stage as well.

One of the speakers had said that the abolition of examinations altogether would introduce an element of anarchy in the educational system. That statement might apply, if at all, to the higher grades of education and not for the lower. Otherwise, even for promotions in the primary grade of education, public examinations would have to be held—a position to which he would never agree. He did not also give credence to the statement that the holding of public examinations would act as a stimulus for children to study hard. Public examinations, on the other hand, would develop a cramming tendency on the part of pupils, who would forget everything as soon as each examination was over. Such a kind of education, he said, would do no good to anybody.

Continuing, Mr. BHASHYAM AIYANGAR said that at present, as a result of nearly 10,000 pupils appearing for the public examination, Government were getting Rs. 50,000 by way of fees. Deducting out of it the examiners' fees, etc., Government might be making a profit of Rs. 25,000 of Rs. 30,000. He hoped that Govern-

ment were not anxious to make a profit out of this examination, and on this basis, suggested that they be pleased to put an end to the system of levying a fee of Rs. 5 from every pupil appearing for the examination at the end of the middle school course.

Mr. S. P. RAJAGOPALACHARI observed that he could not say at the moment whether Government were making a profit or sustaining a loss on account of the middle school examination.

Mr. BHASHYAM AIYANGAR then referred to the suggestion of Mr. Mirza Azizulla Beig that at least in the case of girls this examination should be retained, and stated in reply to that suggestion that he did not see any special advantage to be gained by doing so. If the suggestion was made on the ground that young men preferred to marry girls with a lower secondary pass certificate, he could only say that there was something wrong with such men. Surely, a mere pass in the lower secondary public examination was not going to carry with it any financial or other advantage. There were days when bridegrooms who were ordinary matriculates were being received with band and music, but those days were gone. Even graduates were now finding it difficult to secure employment, so that those with lower qualifications found themselves nowhere. Such being the case, no great purpose was going to be served by keeping up the lower secondary as a public examination.

Referring to the view expressed by Rao Sahib M. Ramaswami that he would have advocated the abolition of the public examination if the percentage of literacy in the State had been high enough, the speaker thought that that was not the correct view for any one to take. He would say, on the other hand, that as the percentage of literacy was not high it was all the more necessary to abolish the examination so that more and more boys and girls might easily get into the high schools. Of course, this would mean that more and more high

schools would be needed and Government ought to be able to open the same. If this was done and a larger number of pupils underwent high school education, the reputation of the State would be enhanced and the students themselves would profit by such higher education. The House ought to welcome such a state of affairs and for this reason he hoped that the House would wholeheartedly support the resolution.

Replying on behalf of the Government, Mr. S. P. RAJAGOPALACHARI observed that the subject had been discussed at great length in the Assembly last year and that in reply to that discussion, he had promised that Government would examine the question in all its details. In accordance with that promise, the question was being considered in all its aspects and the report of the Director of Public Instruction relating thereto was just now engaging attention. In this view, the present discussion was bound to help the Government in arriving at a decision on the question. Meanwhile he would like to say that Government were glad to have had this opportunity of knowing the views of the members on the question.

Personally speaking, he said that his heart was with Mr. Bhashyam Aiyangar but his reason was against him. He had at first felt that if public examinations were altogether abolished, boys and girls would be helped to a great extent. But having heard the powerful arguments put forward by the Head of the Education Department and also by certain members of the House who opposed the resolution, he was now inclined to support the view held by the department. He might or might not fall in with the arguments adduced by Mr. Bhashyam Aiyangar, but he fully concurred in the view that subjecting young girls to the severity of a public examination would really be a hardship and that in many cases the health of the pupils would be affected to a considerable extent. He also granted that there was some point in the other argument advanced in favour of the abolition of the said examination, viz., that corresponding examinations in the Bombay and the

Madras Presidencies had been done away with. Though he was not personally aware what advantages or disadvantages had accrued as a result of the abolition of the examination in those presidencies, yet he had no doubt that the effect of abolishing the examination in Mysore could not be anything worse than what it was elsewhere.

Apart from his personal views in the matter, and considering the question in all its aspects, he said it would have to be borne in mind that the lower secondary public examination scheme had been in existence in the State for the last 50 years, and so far he had not heard any complaints against it except the representations made in the House. While there was nothing to prevent the Government from examining whether the scheme was working satisfactorily or not, he felt that there must be weighty reasons to abolish such a time-honoured institution. Some very experienced members of the House had given convincing reasons for continuing the existing system, so convincing that Government were tempted to fall in with those views. As against this, there was a large volume of opinion in support of the resolution. Some members wanted that there should be no impediments whatever in the way of students for going right up to the S.S.L.C. Examination. *Per contra*, some others felt that if there was an examination at an earlier stage, better type of students would get into the high schools. There was some force in each of the arguments. It could not be said that reason was all on one side. So the Government were finding it somewhat difficult to come to a quick decision in the matter.

Referring to the statement made by Mr. Bhashyam Aiyangar that the lower secondary public examination did not mark a definite stage of education or opened up avenues for technical or other courses, the MEMBER said that that view could not be accepted by Government. The lower secondary examination did mark the end of a definite stage of education known as middle school education. In other provinces, primary school education took the boys and girls up to their 14th or 15th year.

But according to the system in vogue in the State, the primary school course ended with the children getting into the middle schools, on the strength of certificates issued by the headmasters of the respective schools.

So far, also, as the middle school examination was concerned, it marked another definite stage, because after passing it, the pupils could seek admission either into the high schools or into the Chamarajendra Technical Institute for taking up any technical course. In the alternative, they might seek admission into the Silver Jubilee Technological Institute and undergo any of the various courses therein and secure diplomas on completing the course. It was thus the end of the middle school stage and the beginning of a separate course leading either to the high school course or to some technical course. At this stage, the boys and girls would be between the ages of 12 and 14 and they would be passing from their boyhood or girlhood to the adolescent stage. At that stage, some test would indeed be necessary as well as useful. As between these two conflicting views, it was desirable that there should be some kind of a reconciliation. While it was necessary to reduce the heavy strain on young boys and girls, it was desirable to have some means of making the boys and girls know that it was the end of a particular course of study and that they had to think twice before entering upon the next course, whatever it might happen to be. With this object in view, Government would examine how best the present arrangement could be modified with a view to obviate the difficulties complained of. Some years ago there were a number of complaints against the Matriculation Examination, and with a view to redress the grievances that were brought to notice, changes were introduced in it and the S.S.L.C. scheme was substituted. Similarly in the case of the middle school examination, some such readjustment might have to be made. It was easy to say that the examination itself should be abolished, but before passing such an order, Government would have to consider the question in all its implications.

with great care and then come to a decision.

Government, in the meanwhile, were glad to know the views of the Assembly on the subject. Mr. Mirza Azizulla Beig held the view that the examination should be retained in the case of girls. Both the lady members, Sri. K. D. Rukminamma and Sri. Kalyanamma, would treat both boys and girls alike and save them the hardship of an examination. But whether such uniform treatment was called for or not, at any rate to begin with, many might agree that education for girls should be somewhat different from that for boys, because, while a majority of boys would go to colleges and therefore needed certain minimum qualifications, women's education was primarily meant to serve as an aid to their cultural development, and therefore, in their case, the examination was not equally necessary. At the same time, from the very point of view of cultural development, there would be no justification in denying them the benefits of higher education. Considering all the points for and against the resolution, Government would have no objection, to begin with, to relax the compulsory nature of the examination in the case of girls. If necessary, headmasters of high schools might admit girls into their schools after a preliminary test of the fitness of the applicants. As regards boys, however, even though Government were aware that in other provinces of British India such an examination was not being held, abolition of the examination in Mysore would necessitate several readjustments in the existing system and Government would have to examine them in detail before deciding upon any course of action. But they would make a beginning by issuing orders that in the case of girls, a public examination was not necessary to enable them to get into the high schools. Even for passing orders in this behalf, certain details would have to be examined, but the speaker had consulted the Director of Public Instruction in the matter and he had agreed to settle the details. In the light of this explanation, he hoped that the mover would leave the matter in the hands of the Government, in the

hope that they would have the matter examined thoroughly and come to suitable decisions.

Mr. K. T. BHASHYAM AIYANGAR thanked the Member for the assurance that in the case of girls the examination would be abolished, in the first instance, and that the question of abolishing it in the case of boys also would be considered. Nevertheless he felt that if the resolution was put to vote and the view of the House was recorded, it would help the Government to a greater extent in coming to a decision on the main question also, and for this reason he requested that the resolution be put to vote.

The resolution was put to vote and passed, 160 voting for and 36 against.

ADJOURNMENT MOTION.

Mr. K. T. BHASHYAM AIYANGAR moved :—

"That the House do stand adjourned to discuss a matter of urgent public importance, to wit, the continuance of the orders prohibiting public meetings being held in Subbarayanakere, Town Hall compound and other places in the City of Mysore."

In doing so, he said that by an order passed by the Government some time back, the holding of public meetings in Subbarayanakere, Town Hall compound and other places like the Nishad Bagh gardens had been prohibited for a period of six months. That period expired about a week back but Government issued another order extending the period of prohibition by another six months. As a result of this, no meetings could be held in those places during this period. The imposing of such a restriction was likely to create in the minds of people outside the State an impression that the subjects of the State were troublesome people deserving of such prohibitory orders. This was not the fact and so, members of the public, especially the members of the Congress Party, did not like that such an order should remain in force. They felt that the public had a right to hold meetings in those places and that Government should not have prohibited them, more especially after the understanding that

had been brought about between the Government and the Congress as a political party in the State. As soon as that compromise was reached, the prohibitory orders were withdrawn in all places except Mysore. If the orders were withdrawn in Mysore also, as a question of principle, it would go a long way to enable the Congress Party to co-operate with the Government in all their activities and help in the promotion of the welfare of the State and all its subjects.

Even on the merits of the particular case of Mysore, he said that the holding of meetings in Subbarayanakere caused no inconvenience to anybody. In the Town Hall compound also there were already a theatre and a number of petty shops, and it could not be contended that the addition of one more activity, viz., public meetings once in a way, would cause any great inconvenience to the public or any obstruction to traffic. This request that the prohibition be lifted, the speaker said, was not being made on the ground that there was no other place in the Mysore City for holding public meetings. As a matter of fact, meetings were being held in places outside the prohibited areas. But the point was that in any dispute between two parties, obstinacy on the part of one would beget obstinacy on the part of the other. If the Government withdrew the prohibitory order, there would be no room for any sort of trouble or dispute. For example, in the Cubbon Park in Bangalore City, no public meetings were being held even though the holding of meetings there was not prohibited. When cordial relations subsisted, no prohibitory orders were needed at all.

It was a well-known fact that the subjects of the State were law-abiding people, always ready to co-operate with the Government in all their activities, and it was only in extraordinary circumstances that they held back or refused co-operation. So, if the Government viewed this motion sympathetically and withdrew the prohibitory order, they would be respecting the civil rights of the people and making themselves doubly sure of the co-

operation of all sections of the public including the Congress Party. For this reason he commended the motion for the acceptance of the House.

Mr. S. RANGARAMIAH, in seconding the motion, said that though the question related to an order in force in only one City, yet there was a principle involved in it. In October 1937, there were some meetings held in the Town Hall compound when Mr. Nariman of Bombay delivered some speeches. On the 27th of October orders were issued prohibiting the holding of meetings not only in the Town Hall compound but also around the Fort, Nishad Bagh and Doddakere. In view of those orders, meetings began to be held in Subbarayanakere. About the middle of November, this place also was notified to be a prohibited area. From that time, the oval *maidan* was being used for purposes of holding meetings, and fortunately prohibition had not so far been extended to those grounds. When the prohibitory order was passed for the first time, the period fixed was 3 months, and when it was subsequently renewed, the period was extended to six months. The period of prohibition in respect of Subbarayanakere expired in September last and in respect of the Town Hall compound, just a few days back. But the Government had again extended the period in respect of all these places by another six months. One of the reasons assigned for prohibiting meetings in the Town Hall compound was that they would cause inconvenience to those who went there to hear the radio programmes and that therefore Section 144 of the Criminal Procedure Code had to be applied. That reason did not appeal to him as being valid, for the reason that meetings were being held in the Town Hall compound, and also in other places, even before the prohibitory orders were passed but no inconvenience was complained of by anybody. Again, radio programmes would be arranged only between 6-30 P.M. and 8 P.M. so that prohibition of meetings at all hours of the day and night, and meetings not only of the Congress Party but of all other parties,

and for such a long period as six months at a stretch was certainly not warranted. When *lavanis* could be sung and other advertisement slogans such as "Rahim-Jadi Beedi-Ki-Jai" could be permitted, he could not understand why the holding of public meetings, however well-organised and well-conducted, should be banned in those places and the civil liberties of the State's subjects needlessly interfered with. It might be that Government's object was to prevent inflammatory speeches or other activities organised by Congressmen, but in trying to do so they had unwittingly prevented even others from holding meetings there. The orders were quite unnecessary and every one resented them. They were uncalled for pin-pricks in the opinion of the public. It was highly desirable that the orders should be withdrawn.

The subjects of the State and all the political parties in the Houses of Legislature were anxious to co-operate with the Government, and at such a time the withdrawal of the prohibitory order would have a wholesome effect. For this reason, he said he had great pleasure in seconding the motion before the House.

Mr. TIPPU SULTAN ALI KHAN opposed the motion. He said that in the past, any number of meetings were held in those very places to which the prohibition referred to by the mover now applied, but there was not the slightest attempt on the part of the Government to prohibit those meetings. For holding meetings in the Town Hall, no doubt, previous permission was necessary, as the Town Hall was in charge of the Municipality. But for holding meetings in all other public places, even formal permission was not necessary. Of late, however, owing to the activities of certain political parties, a breach of the peace was apprehended, and with a view to prevent it, Government passed the prohibitory order. He was glad to hear from Mr. S. Rangaramiah that the subjects of the State, including all political parties, desired to co-operate with the Government. If that were always so, there would have been no need for any prohibitory orders. Unfortunately, how-

ever, of late a change had come over a certain section of the people. And not merely the authorities but also the peace-loving subjects did not like their activities. Members of a particular section went out of their way, brought in outsiders and created trouble, declaring that they were acting under instructions from the Congress High Command. The mover had remarked that obstinacy on the part of one party to any dispute would beget obstinacy on the part of the other. In the present case, the speaker thought that obstinacy started on the side of the Congress Party; and once the members thereof assumed a defiant attitude, Government was forced to adopt measures for checking it. The prestige of the Government, no less than the safety of the law-abiding subjects, demanded such a course of action on the part of the authorities. Instead of taking up such an attitude, if the party had continued to represent their grievances in a constitutional manner, there would have been no occasion for issuing the prohibitory order. With such a responsive Government as the present and a ruler so enlightened and sympathetic as His Highness the Maharaja who was ever ready to promote the best interests of his subjects, political workers from outside ought not to have been brought into the State for making inflammatory speeches and creating trouble. It was such action on the part of one particular political party that had necessitated the issue of the prohibitory order and it was necessary to keep the order in force until there was a change in the mentality of the people and the situation became normal and peaceful.

Speaking on behalf of the Government, Mr. S. P. RAJAGOPALACHARI said that he was happy to see that the adjournment motion had been moved and argued in a very helpful spirit. The areas which had been declared as prohibited for holding meetings were: (1) The Nishad Bagh, a garden maintained by Palace funds, and yet thrown open to the general public, (2) the grounds of the Town Hall, (3) the Curzon Park, (4) the Maidan opposite the Palace Fort Wall, (5) Dodkere, and (6) Subbarayanakere. It was stated by

the seconder of the adjournment motion that Government, in trying to check the activities of Congressmen, had restrained the civil rights of the entire public. In reply to that statement, the speaker would only say that it was never the object of Government to interfere with the exercise of the rights either by Congressmen or by anybody else. As was stated by him at a previous session of the Assembly, Government did not relish the idea of having recourse to Section 144. It was for that reason that the Public Parks Bill had been proposed. But the Assembly did not accept the general principles of that measure. In the absence, therefore, of such a law, and taking into consideration the particular circumstances of the situation, Government continued to make orders under the same Section 144. But even under those orders, the civil rights of the general public, such as holding public meetings, were certainly not taken away. As Mr. Bhashyam Aiyangar himself admitted, a beautiful maidan, which could accommodate lakhs of people, was available for public meetings. So far as the Town Hall was concerned, one half of it was occupied by the theatre and the remaining space was not sufficient for large gatherings. Besides, it must be remembered that these open spaces were primarily meant for public recreation and not for holding meetings of particular political parties. And for this reason, a certain amount of restriction in respect of meetings was considered desirable.

As regards Subbarayanakere grounds, they were in the midst of a congested locality and the residents thereof were really in need of some open space and fresh air. Even when the present Dewan was Private Secretary to His Highness the Maharaja, he was improving that area for the benefit of the residents there. If such a place was constantly occupied for other purposes, the primary object referred to would be defeated. He did not believe that the Congress Party itself would do well to hold any largely-attended meetings in such a congested area. No doubt some places ought to be made available for

holding meetings; and this exactly was the reason why a spacious maidan was open to the public. So nobody could complain that Government were aiming at prohibiting all public meetings and restraining all public rights. He therefore requested the members of the Congress Party not to suspect the *bona fides* of the Government.

As regards the period of time for which the prohibitory order was to remain in force, he said that the order had been extended only recently and that when the present period expired, Government would take needful action with due regard to the present discussion.

Mr. K. T. BHASHYAM AIYANGAR appealed to Government that it was not necessary to keep the order in force for nearly six months more. He requested that the question of early withdrawal of the order might be sympathetically considered without any delay.

Mr. S. P. RAJAGOPALACHARI again assured the House that it was not the intention of the Government to curtail civil liberties, and members need not feel worried merely because of the existence of the prohibitory order. Government had taken note of all the points urged in favour of withdrawal of the order and would do the needful after examining the question afresh.

Mr. G. MALLANNA said that so far as Subbarayanakere was concerned he would have no objection to Government withdrawing the prohibitory order, but he did not consider it advisable for the Government to do so in respect of the other places. By saying this he did not wish to be understood as not being in favour of civil liberties, or sympathetic towards Congress ideals. On the other hand, he liked the Congress and all its ideals. But a certain amount of responsibility attached to Government in the matter of permitting political meetings to take place. For, though the speakers themselves might be moderate and well-intentioned, the audience might consist of persons easily excitable; and the level of education and culture not being the same in all cases, some of those among the audience might imbibe a spirit of revolt or disloyalty if only the lecturers presented

facts in particular ways, even when this was not the motive of the speakers themselves. Congressmen, he said, as loyal subjects of the State, ought not to occasion such a state of affairs, and as matters stood, he feared that if the order was withdrawn there was a possibility of the situation sometimes going out of control. This was why he suggested that the prohibitory order should remain in force in the case of certain areas for some time more.

Mr. K. T. BHASHYAM AIYANGAR thanked the First Member of Council for the sympathetic reply made by him and hoped that the prohibitory order would be withdrawn at an early date.

The PRESIDENT stated that, relying upon the promise of co-operation made by the mover and his supporter, Government would favourably consider the request contained in the adjournment motion. Everybody, he hoped, knew the reasons for keeping the prohibitory order in force. One of these had been mentioned by Mr. G. Mallanna. It was not the object of Government to curtail the civil liberties of the public in any way. On the contrary, Government were anxious that every one should feel contented, happy and proud of the State and its administration.

Mr. K. T. BHASHYAM AIYANGAR expressed his gratitude to the President

for his very kind assurance and said that Government need have no doubt about the co-operation between themselves and the Congress Party in future. In fact, it was the one ambition of every subject of the State—be he a Congressman or not—that the name and fame of the State should spread far and wide, and every one was sure to co-operate with the Government in every possible way to achieve that ambition; and in view of the Dewan-President's kind assurance that the prohibitory order would be withdrawn as soon as possible, he said he would not press the motion.

On behalf of the Assembly, Lokasevaniratha Bale SIDDALINGA SETTY thanked Mr. Bhashyam Aiyangar for his assurance that the Congress Party would co-operate with the Government. He hoped that all Congressmen would act up to this promise of their own accredited spokesman and enable all concerned to forget the unpleasant memories of the recent past.

The adjournment motion was not pressed.

The House adjourned at this stage (4.50 p.m.) to meet again the next day (Thursday, 6th October) at 1 p.m., in view of the Convocation of the University in the morning.

SEVENTH DAY.

Thursday, 6th October 1938.

The House reassembled at the Jagan Mohan Palace Pavilion, on Thursday, 6th October 1938, at 1 of the clock, Mr. President (*Amin-ul-Mulk* Sir Mirza M. Ismail, K.C.I.E., O.B.E., Dewan) in the Chair.

Before the business of the day was taken up, Lokasevaniratha Bale SIDDALINGA SETTY felicitated the following officers of Government and non-official gentlemen on being the recipients of the titles noted against their names at the Dasara Durbar held by His Highness the Maharaja the previous night:—

Mr. A. V. Ramanathan	...	<i>Rajasevaprakashta.</i>
„ B. T. Kesavaiengar	...	<i>Rajasevaprakashta.</i>
Rao Bahadur M. C. Ranga Iyengar	...	<i>Rajasevaprakashta.</i>
Mr. Haji Mahomed Mustapha Sahib	...	<i>Najm-ut-Tujjar.</i>

Referring to the services rendered by the said officers, he said that when Mr. A. V. Ramanathan was Deputy Commissioner of the Mysore District, he